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The Wellesley News (11-13-1969)

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Wellesley News

Vol. LXIII, No. 9

WELLESLEY, MASS.

Thursday, November 13, 1969

outside line . . .

The Movement Misconstrued

by Grace Boynton '70

Sue Wing's article in the Nov. 6 issue of *News* gave a reasonably accurate account of what "happened" during the Tuesday and Wednesday actions by NAC and MIT last week, but it also selected emphases and used terminology which reinforce several current misconceptions about the radical Movement. The present article is addressed to these misconceptions.

The American press generates an image of the Movement as confused and purposeless, in ignorance of or in order to obscure the seriousness of the Movement's goals. I quote the front page of this Sunday's *New York Times*: "few have any firm idea of what direction they seek; a feeling that seems to be common to alienated and revolutionary youths elsewhere." It is completely incorrect to place the alienated and the revolutionary together under the same classification. The very term "revolutionary" means commitment, the polar opposite of alienation. If revolution is a reaction against alienation, it is an appropriate one because it strives not merely to identify but to rectify the sources of alienation.

Sue's article gave encouragement to the accusation of directionlessness in the Movement by drawing immediate attention to the diversity of group affiliations within NAC and the disagreements over tactics, suggesting that "long-range" objectives were being forgotten in the process. In the first place, efforts were made continually during the week to keep the real issues in view, through speeches to the group as a whole and films and discussions at the MIT Student Center.

Secondly, the reason why so much agonizing discussion goes into the preparation of tactics is precisely that tactics really are the primary source of disagreement while the fundamental goals of the Movement are unanimously shared. The Movement today is revolutionary and socialist. It is not just anti-racist, anti-war and anti-male chauvinism, but is positively committed to changing the power structure whose basic economic and social premises have inevitably generated discrimination, war, and corrosive competition.

It is insufficient to identify the Movement as "protesting" individuals with "divergent ideas", as Sue

phrased it, because the battle is being waged over real material interests. Vietnam is not just an "accident" to be atoned for in the election of '72. It is the vigorous, if self-defeating, attempt by American capitalism to defend itself. "Capitalism" must be understood in the broadest and most useful sense. It is not merely the tendency of the lords of productive wealth to produce for their own welfare. It is all the psychic effects of that highest moral imperative, and all the informal as well as bureaucratic arrangements by which the powerful (i.e.: those with power over wealth) defend themselves.

The wars waged by a capitalist country are by definition imperialist because they are launched in the service of the economic interest of a few. That is why it is not enough just to oppose the imperialist war in Vietnam—it is necessary to make the connection between such wars and the values of the powers which launch them. The U.S. is not trying to destroy the Viet Cong because it is afraid that Communism will enslave the poor South Vietnamese. The true cause of its fear is that under Communism private property is abolished and the profit motive is outlawed; and these are the very institutions which the U.S. is dedicated to defending at home as well as abroad.

What do such things as the famous American "individual opportunity" really mean? They mean quite literally the opportunity for a few individuals to place private interest before humanitarian interest and flagrantly violate the latter in the pursuit of the former. In this situation liberty is only license in disguise. This is the true face of capitalism and it is why the Movement believes that reform alone can never be effectual while material greed is upheld as the standard of and pathway to success. In the words of Sir Thomas More's 400-year-old wisdom: "as long as there is private property and while money is the standard of all things, I do not think that a nation can be governed either justly or happily . . . Social evils may be allayed or mitigated, but . . . there is no hope at all that they may be cured."

This identification of the values at stake in the struggle against capitalism is crucial to understanding the tactics of the Movement, parti-

cularly why it has rejected amicable debate for militant confrontation. When you realize that the capitalist's primary allegiance is to economic values rather than humanitarian values, then you know why he cannot be persuaded to change his policies by rational means. Therefore, since to attack the ideas of an MIT administrator is useless, the object of attack must be instead the power which enables him to implement these ideas. That is why demonstrators participating in NAC's obstructive sit-in at the Administration Offices last Thursday would not engage in discussion with administrators. The aim can no longer be to plead with them to wield their power to more social advantage, but ultimately to relieve them entirely of this power.

The U.S. power structure is aware of the Movement's aims and is mobilizing to defend its economic privileges at home. All manner of pressures, legal (the "trial" of the Chicago 8), financial (the cutting off of financial aid) and repressive (needs no amplification) are being brought to bear on radicals. That's why the Movement has to "intensify the struggle;" the struggle is intensifying of its own accord.

But the "exhalation of the revolutionary experience" referred to in Sue's article is only a part of this struggle. To disproportionately emphasize the purely emotional factors is to add to the false impression that revolution is another high and that we are in it for the kicks. Nothing could be farther from the reality for those seriously involved. The experience of solidarity and fellowship is a joyful one but it also carries moral significance. It is the feeling which has been nearly extinguished in this lonely, competitive society and which we hope will be the permanent inheritance of the revolution.

But the actual making of revolution demands much more than emotion. It means working long hours in preparation for militant actions, and doing a lot of things when you would rather be doing something else. It also means exposing your person to physical and legal danger and this is not, contrary to popular opinion, done out of a predilection of violence. Anyone who seriously thinks that radicals got up at an ungodly hour and went out in foul weather to picket the Instrumentation Labs and face the bestial wrath of 700 policemen and their dogs because this is considered by them to be a source of enjoyment can only be pro-

(Continued on page 6)

MORATORIUM FRI., NOV. 14

9 a.m.—East Lounge, MIT Student Center;

Leave to do painting, clean-up, unskilled carpentry, and leaf-letting in Roxbury and South End. The purpose of this project is to dramatize that expenditure of resources in Vietnam has prevented solution to urgent domestic problems. Wear old clothes and bring lunch if possible.

1:30 p.m.—Alumnae Hall

Meeting for all members of college community and 10th Congressional District constituents. Open forum on Vietnam.

Questions: Contact Barbara Baumberger, Severance, 235-9094.

Urgent II Results Reveal 86% Want New Wellesley

"Urgent II" titled a questionnaire placed on your door two weeks ago by members of an ad-hoc group interested in obtaining student opinion in Wellesley's future alternatives. Approximately 1000 returns came in; about 100 had to be discarded because they were not properly completed more than one first choices, etc.). The results appear below, with almost 29 per cent favoring full coeducation, 22 and a half per cent wanting residential coordinate exchanges with other schools, and only 14 and a half per cent wishing Wellesley to remain a women's college as their first preference. Together, 85.5 per cent called for a change in Wellesley.

As for their last choice, students comprising 43 per cent of the sample wanted least to continue Wellesley in its present form; the fourteen percent who had wished Wellesley to remain as it is predictably chose coeducation as their least-favored option.

Problems

Aside from these revealing results, the questionnaire did suffer from certain methodological pitfalls. Choice G, below, which suggested the possibility of moving the Wellesley campus, distorted the last-choice column; both those who opposed coeducation and those who opposed continuing as

a women's college could easily have selected this choice, clouding the final data.

The group compiling the statistics realized a number of important omissions, particularly students' years of graduation; they felt that freshmen would be less likely to experience dissatisfaction with an all-female Wellesley than upperclassmen. They also regretted inadequate directions for filling out the questionnaires, as a tenth of those returned were useless for tabulation.

Data Trends

The data took several trends: those who marked coeducation as their first choice often chose residential exchange and Boston cross-registration as their second and third choices. Similarly, those opposed to coeducation tended to select MIT increased cross-registration and foreign-university links as their following preferences.

Equally as revealing as the data were comments written on the backs of the questionnaires. The Urgent II group plans to collect these remarks and submit them to the Commission of the Future of Wellesley for their information. For questions or further explanation of the data below call Laura Stieg '70 in Pom, at 235-9563; she will also be happy to hear from volunteers for future projects of the ad-hoc group.

TABULATION OF RESULTS OF URGENT II

	Choice 1 R = 895	Choice 2 R = 820	Choice 3 R = 802	Last Choice R = 655
Percentage				
A	14.5	1.9	4.1	43.3
B	5.5	13.0	12.0	1.3
C	4.5	8.5	12.0	2.2
D	15.5	24.5	23.9	0.7
E	22.5	19.0	16.7	0.6
F	3.5	12.0	13.4	3.5
G	1.8	4.0	5.7	24.0
H	2.7	9.0	7.2	8.5
Ia	5.8	4.0	0.9	11.0
Ib	23.0	5.0	3.6	3.0
total %	99.3	100.9	99.5	100.8

Key to interpretation: R = number in the sample for that question, the first, second, third and last choices.

A = continuing as a women's college

B = enlarging Wellesley-MIT coordination numerically

C = expanding the Wellesley-MIT program to include a residential exchange

D = cross-registering with other institutions in the Boston area

E = coordinating (residential exchange) with other institutions

F = coordinating with institutions abroad

G = affiliating with a men's college by moving Wellesley or the other institution

H = creating a coordinate college for men at Wellesley

Ia = transforming Wellesley into a fully coeducational liberal arts college via gradual coeducation (350 men admitted the first year)

Ib = rapid coeducation (approximately 350 men admitted the first year to the freshmen, sophomore and junior classes, with full coeducation achieved in four years.

wiretaps

EARLY DECISION DOWN — The Board of Admission reports that the number of Early Decision Plan applicants this fall was only 194, as compared with 283 last year. The board will finish its evaluation of candidates late this week, and issue a preliminary statement on part of the class of 1974 in next week's *News*. Sources close to the board have indicated that this year's group marked a drop in quality as well as quantity.

ETHOS CHOIR — The Ethos Choir will sing in the Chapel again this Sunday at 11 a.m. this time as part of an all-black service. The preacher will be Rev. Edward Rodman, St. Paul's Episcopal Church, New Haven, and Yale University. Mr. Rodman was a leader of SNCC in the early sixties and is presently playing a prominent role in the Black Clergy-Laity Union of the Episcopal Church. His topic will be "A Moving Paper Fantasy." Mr. Michael Randolph, Assistant to the Chaplain, will officiate at the Service.

MIT-WELLESLEY EXCHANGE — The cross-registration program will be the topic of an important open meeting called by Miss Phyllis J. Fleming, Dean of the College, for Thurs., Nov. 13 — that's today, people — at 4:15 p.m. in the Academic Council Room on the fourth floor of Green.

WELLESLEY COMMISSION — The Commission of the Future of Wellesley held meetings this weekend and will be issuing a summary statement soon. Members met at the College Club to set up committees, and discuss future directions. Opinion on the Commission's activities and plans should be channeled through the executive secretary, Mrs. MacElroy, in Pendleton, ext. 589.

The Eyes Have It

Once upon a time
 News was going to call this issue
 a focus on "Race Relations";
 but that's what everyone called it
 when the issue
 was Freedom Riders and integration;
 The scene has changed:
 They're rediscovering America,
 (Afro and the Panthers and Eldridge
 and Bobby and Angela),
 and that's where it's at now;
 New scenes need new words,
 So we've got to shake up
 our aged layers of connotation
 to see what we're saying
 and why we're saying it,
 and then "re-see"
 that, if the future looks "black,"
 we may be in for a damn good thing;
 We've got to kill the old catch-phrases
 before we get caught in them forever—
 Face it, "inalienable rights" somehow
 aren't all they were cracked up to be,
 when a lot of people have to petition
 to be admitted to the human race;
 A lot of old meanings have become
 meaningless;
 But is it any surprise that
 pride must become a virtue
 and force must become a "viable alternative,"
 when Old Man River will just keep rollin' along
 unless somebody takes the plunge
 proudly
 and forcefully
 to stem the compelling tide of status quo?
 with more than 'all deliberate speed'
 We've been quotably quoting
 "It's as clear as black and white"
 too long for anybody's good,
 basically because it's dead wrong—
 Not much is clear anymore,
 cut and dried and/or predictable,
 least of all, us;
 Like, how do we know if a black friend
 is a black that's a friend
 or a friend that's black
 or one and then the other?
 —We don't.
 We're all of us caught up
 in a universal identity crisis
 and we've got to admit it;
 We've got to realize
 that the rhythm of our lives
 can be different,
 will be different,
 and even should be different;
 that our vibrations
 won't always be in sequence;
 And yet, somehow,
 we have to keep trying
 to inject sensitivity into the syncopation,
 to decipher the impossibly random,
 but thoroughly human,
 people-patterns;
 Sure enough,
 "Race Relations" just doesn't say it
 anymore;
 Getting to the heart of the matter now
 means getting to our hearts,
 to something like openness,
 like responsiveness,
 like "Sensitivity,"
 (you name it)—
 then feel it;
 The heart of the matter is
 to break through our blinders,
 to discount all the nay's
 we've locked up
 in our mores-and-morals banks
 and to concede to the other guy's eyes;

WELLESLEY NEWS

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The Reals of Progress

You arrive at Jewett for a Guaneri String Quartet concert only to be confronted by a man who demands \$5 for your ticket . . . Right before the intermission of *Dear Love* a man announces, "And now a word from our sponsor . . ."

Absurd? Of course.

Only a line of type at the bottom of the program recognizes the benefactors of cultural events at Wellesley. Most members of the College community are familiar with such names as the Rebecca Bacharach Treves Memorial Fund or the Marjorie Copland Baum Fund, but few realize the extent of the gifts that allow Wellesley to offer more cultural events free than any other place of the world. The Treves Fund, which sponsored *Dear Love* and will present a concert by the Soviet pianist Alexander Slobodyanik on December 9, was established in 1964 by a bequest in memory of his wife from Dr. Norman E. Treves.

"A very special gift," according to Miss Jean Glasscock, coordinator of special events, made possible the extraordinary way in which Wellesley could observe Beethoven's 200th anniversary —

with a series of concerts presenting the entire cycle of Beethoven String Quartets. And for that gift, members of the College community can thank Mr. Alvin H. Baum. Since Mr. Baum has not heard the resounding applause at the concerts, grateful members of the audience should write him at 135 S. LaSalle St., Chicago, Illinois. He deserves a round of "bravos." In 1962, the friends and family of his wife, Majorie Copland Baum, established a memorial fund, but interest from the fund has not yet been used so that the principal can grow. Meanwhile, Mr. Baum has been making special gifts to the College for the New York production of the Play of Daniel in 1967 and for the Uday Shankar Dancers and Musicians last year.

As most people are enjoying this fall's concerts, few realize that arrangements for the programs were made in May, 1968. Applause is also in order for Miss Glasscock who so efficiently handles all the details necessary in organizing a program and for the Lecture Policy Committee, which is already at work on next year's programs.

Music To Our Ears

This week, *News* would like to abandon its usual editorial policy and, instead, raise a toast to the forces of progressivism who have once again prevailed in their never-ending struggle for social justice on the Wellesley College campus. In short, we would like to salute Senate.

The items of controversial social legislation passed by Senate in the past two weeks are results of long — very long — and strenuous debate. For 37 years since the repeal of Prohibition there have been those who have argued for the extension of this reform to the Wellesley campus. But Senate was not to be hastened by such outspoken radicalism. After all, the teetotalers must be heard. Before a step could be taken in this direction — or, for that matter, in any direction — Senate felt it had to determine just where — if anywhere — its power lay.

Evidently, this question of what — if any — legislative power should be delegated to Senate has never before been raised in the history of College Government at Wellesley. Accordingly, Senate called an open meeting to discuss the issue and organized a committee to develop a philosophy of policy. Meanwhile, the main body of Senate has forged ahead with all deliberate speed on specific issues of liquor and parietais.

But in its haste Senate has not failed to consider some of the most crucial problems presented by these kinds of regulations. For example, at last week's Senate meeting, it was debated whether or not the Graybook should carry a warning against transporting liquor in uncovered containers in dormitory halls. Some students wanted to know if a dormitory could be warned in advance when town police were planning a raid. And someone suggested that the college reinstate the *in loco parentis* condition because as a parent it could legally serve alcohol to minors.

At this week's Senate meeting on parietais, much was made of "the inalienable right to walk down a dormitory corridor in your sheer pajamas." In a more philosophical vein, someone wanted to know if, under the present system, not being caught in the act of violating parietal rules was the same as in fact not violating the rules at all. Indeed, Senate was so overwhelmed by the enormity of opinions on these questions — that the actual parietais motion was tabled.

News is encouraged that Senate is attempting to assume jurisdiction for social legislation. It is comforting to note that even if Wellesley girls have little control over their academic lives, we will at least be able to run our own social lives.

feedback

'Bread and Justice'

To the editor:

While Wellesley's Urban Programs Committee deliberates, the city moves on, poverty continues and Welfare Rights grows. The National Welfare Rights Organization has become one of the most dynamic and comprehensive programs for social change in the country. The Welfare Rights Movement for "Bread and Justice" provides practical experience with people and not just academic discussion of problems. The Wellesley Urban Program Committee should consider the active organizational aspects of Welfare Rights in their conception of Wellesley's Urban Involvement as opposed to liberal verbal participation in established programs.

The Welfare Rights Organization involves the organization of poor people to determine and demand their rights. It is designed to give power to the people. The ultimate goal is a guaranteed adequate income for all Americans. To reach this goal, involvement in all phases of community development is needed. A participant must know both the characteristics of the community and the attitude of its people.

The present welfare system is designed to save money instead of people and tragically ends up doing neither. This system has two major deficiencies. First, it excludes large numbers of persons who are in great need and who if provided a decent level of support might be able to become more productive and self-sufficient. No federal funds are available for millions of men and women who are needy but neither aged, handicapped or the parents of dependent children.

Second, for those included, the system provides assistance well below the minimum necessary for a decent level of existence and imposes restrictions that encourage dependency on welfare and undermine self-respect.

Massachusetts Welfare Rights is the fastest growing welfare organization in the nation. It will double its present size of 43 by the coming year. Door-knocking campaigns are going on right in Roxbury and Hyde Park. Organizers are trained to make the welfare mothers aware of their rights and their potential power as a group. The mothers then put this power to use. College students are needed in Boston as organizers. Welfare Rights is for people who really want to find out where it's at in Boston.

Meetings are held at the office at 17 Brookline St.—two blocks from MIT, on Wednesday, Thursday, and Sunday evenings. For further information, call Jan Thomas at 235-6545.

Sincerely,
Jan Thomas '72

Nominations

To the editor:

If this fall has been outstanding for anything, it is for the amazing number of elections and appointments which have been held in order to put newly-added student members on Academic Council committees — in addition to class and dorm elections. The student body should know that this is supposed to be an exceptional year which will not recur annually. And most elections seem now to be over.

But there is one more position which must be filled. This is one which is important, deserving the careful attention of everyone. The Board of Trustees voted in its October meeting to include two students on the Nominating Committee of the Board. These students will participate in the selection of Trustees to the various committees of the Board. And in January, the Board will vote on whether to extend to this Nominating Committee the responsibility for nominating people to the Board of Trustees itself. This obviously is a level of participation in the governance of the college which carries large responsibility in terms of the operation of the college and of bringing student perspective and opinion to the work of the Trustees.

Two students will be elected by vote of the sophomore, junior, and senior classes. There is no restriction

on the class of the students to be elected. The term of office is one year, and the bulk of the work will be done in the spring. Self-nominations should be submitted to me by Tues., Nov. 18. Primaries will be held from Wed., Nov. 19 through Sun., Nov. 23. Final elections will be held after Thanksgiving, Dec. 1-5.

Sincerely,
Candy Clarke '70
Chairman, CG Elections.

Call from Nashville

To the editor:

(in the form of a long distance call from Nashville, Tenn.)

If there is room for a box or letter to the editor, there will be a very good man preaching in chapel Sunday. A chance to be with Ed Rodman is one that no one should pass up.

My best to the Wellesley community.

Sincerely,
Nancy Scheibner '69

What's for Dinner?

To the editor:

The Food Service Department has made several innovations this fall. The first one being pop-up toasters in each dining room, permitting girls to enjoy hot, fresh toast at breakfast. We have recently eliminated the student job of "Breakfast Counter" which should also help to make breakfast more pleasant. Several weeks ago, we experimented with an alternate entree on one or two nights a week. Although this has presented several problems, it seems to have been well accepted.

On Saturday, December 6, we plan to have the first Buffet Steak Dinner in Beebe Dining Room. It is hoped that this will help to make Wellesley weekends more attractive and, if successful, will be repeated on occasion. There will be a special menu and the tables will be set with white table cloths, candles, etc., so that trays will not be necessary. There will be a \$0.75 charge for Wellesley students in residence and a \$2.75 charge for guests. Tickets must be purchased by noon on Thursday, December 4th and may be obtained from either your Dietitian or the Food Service Office in Green Hall. If desired, tables of 6 or 8 may be reserved at the time that tickets are purchased. The dining room will be open from 6:00 to 6:45 p.m. and it is hoped that the dining room would be empty by 8:00. Beebe students who are not attending the dinner will have their choice of any dining room on campus that night.

MENU—BUFFET STEAK DINNER

BEEBE DINING ROOM

Saturday, December 6th 6:00-6:45 pm

Hawaiian Punch

Grilled 8 oz. Sirloin Steak

Baked Potato - Butter

Chive Sour Cream

French Green Beans en Casserole

Tossed Green Salad

Steak House Dressing

Mixed Pickles

Hot Assorted Dinner Rolls Butter

Apple Pie or Cherry Pie

Coffee

Over the years, we have had many requests from alumnae and students for their favorite recipes. If you would like a copy of a recipe, we would be happy to have you call the Food Service Office and we will try to get it for you.

Elizabeth Cornwall

Director of Food Service

AFRICAN ART

(Crimson) The Peabody Museum unveiled a new exhibition on Wed., Nov. 5 — "Masterpieces of Black African Art" — which features many internationally known African art objects. "The collection will be of the highest quality that can be seen anywhere," said Lee A. Parsons, curator of collections in Peabody. The exhibition will present several categories of art: South African rock art, bronzes from the former Kingdom of Benin in Nigeria, brass and iron work, sculpture of West and Central Africa, ceremonial masks of Africa and Poro society masks from Liberia.

Peabody is a Harvard museum.

Boston Elects Kitty's Son

by Judy LaPook '72

Was Boston ready for an Independent Voice? Could Kitty's little boy make it on his own?

Lawyer John J. Craven was making a bid for one of the five seats on the Boston School Committee, the group which controls the City's public school system. Number ten, last name on the ballot, he is the son of Katherine Craven, dynamic ex-City Counselor, and was relying on the power of her name for much of his strength.

On the night of November fourth the Hyde Park law office that had doubled as campaign headquarters was crammed with Craven's supporters — friends and family.

Reports Come In

The first workers to arrive had been at polls in Craven's home district, where he had picked up a good portion of the votes, and they were in good spirits, confident that they'd backed a winner. Craven sat at his desk tabulating the returns as they came in, and he was smiling but nervous.

As the radio reported the current position of the candidates and the first nine names were read off with still no mention of Craven, the supporters realized he was in tenth

place. The crowd was growing pessimistic, and those who had to leave early were saying, "Sorry, John." Even when the 10 o'clock news reported that Craven was advancing, the campaign manager said it was still too close to tell.

Ideological Range

Jockeying for the top five positions in a race which was fairly issueless were ten contenders representing a wide range of ideologies and personalities. . . .

John J. Kerrigan, short-tempered School Committee Chairman, opposed bussing and militancy. Quoted as saying, "If you've got what the people want you could rob a bank and still get elected, and I've got what the people want," he was seen by his opponents, he claimed, as "the worst thing since the '38 hurricane." An outspoken critic of Mayor White, Kerrigan is expected to use his Committee position to launch his drive for the Mayor's seat in the 1970 race.

Goldwater Democrat

Joseph Lee, a 68-year-old 'Goldwater Democrat,' is the longest serving veteran on the School Committee. He claims that the schools have been "improved to death," and insists that the N.A.A.C.P. runs the schools,

Lee waged no campaign and was confident that the voters, knowing where he stood, would return him to office.

Incumbent Paul Tierney, a liberal voice on the Committee who had unsuccessfully moved for observance of a Vietnam Peace Day in the Boston schools on October 15, stressed the need for increased communication with parents. Associated with Mayor White, Tierney is seen as a strong contender for this year's chairmanship.

Children First

The only Republican in the race, Dorothy Bisbee, is a 73-year-old Beacon Hill great-grandmother who endorsed Tierney, and in her campaign for an honest School Committee allegedly voted to put Kerrigan in jail. As spy as the youngest of her supporters yet called Ma Fritchey by her opponents, she has devoted her life to education and campaigned with her slogan, "Children First."

George DiLorenzo, a teacher of special education, seemed opposed to the prospect of an all 'Green' (Irish) School Committee. He finished tenth in the primary and was fighting an uphill battle, but his flamboyant vaudeville style enlivened the dreary candidates' nights. He had a Ph.D. (but was not bragging about it), and in one of his more memorable speeches exhorted the Committee to get up off the "buttocks of its toenails."

Mr. Independent

John Craven, convinced that the voters of Boston had no interest in issues, based his campaign on attacks against Tierney and incumbent Paul McDewitt for holding jobs on White's payroll while serving on the Committee. Claiming that they were serving at the "whim and pleasure of the Mayor," Mr. Independent, as Tierney referred to him, pledged that if elected he would "neither seek nor accept" a position in the administration.

Completing the slate were four other, less noisy candidates: James W. Hennigan, Patrick J. Loftus, Paul F. McDewitt and Gerald J. Morrissey.

Results

Four hours after the closing of the polls, all precincts had reported in. Craven had squeezed into fifth place, passing Loftus in sixth by a mere 217 votes. Kerrigan had captured first place, followed by Tierney, Lee and

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Senate Tables Parietals Vote To Consider Security Details

Senate was unable to take decisive action on parietals at its open meeting Tuesday night.

A motion that would remove Senate's maximum parietal limitations and leave parietal hours up to a dormitory vote, was tabled. It will be brought up at the next Senate meeting, Tues., Nov. 18.

At that time, a plan for a better dormitory security system under condition of extended parietal hours will be discussed. A committee was formed Tuesday night to discuss security measures, and also to consider possible alternatives to extended parietal hours.

The tabled motion includes the provision that the extended parietals would go into effect only after the security revisions are decided by Senate.

Security and Rights

Senate and its audience discussed 24-hour parietals for two hours before the motion was tabled. In addition to greater security risks, the main objection to 24-hour parietals appeared to be the psychological, moral and social infringements they would make on the rights of the minority opposed to extended parietal privileges.

Senate could not reach adequate agreement on the basic question proposed by Philip Phibbs, administrative assistant to the President: Is 24-hour parietals more important than security and the rights of others in the dormitory?

There was not any mention made of Senate's passage last week of new liquor legislation. No changes or amendments to that legislation appeared on the agenda on this week's meeting.

Before tackling the question of parietals, Senate approved a statement of the philosophy behind legislation at Wellesley. This statement will be presented to Wellesley's various publics — parents, alumnae, sub-freshmen, etc. — as the relationship between the College and its students.

Individual Responsibility

Basically, the statement confers on the student the individual responsibility to herself in all matters concerning her personal welfare. And she is responsible to the college community when her actions may infringe upon the rights of others.

In addition, the statement provides that Senate shall legislate minimum and maximum social regulations, and shall enforce this legislation through judicial house councils and the General Judiciary.

APPLICATIONS FOR FINANCIAL AID

All students intending to apply for financial aid for 1970-71 must obtain forms in the Financial Aid Office, 351 Green Hall, between Mon., Nov. 17 and Wed., Nov. 26.

mind expansions

WASHINGTON — The chairman of the House Committee on Internal Security has charged that the New Mobilization Committee is "dominated by Communists," and that the Vietnam Moratorium Committee is "part of a propaganda maneuver designed and organized by Communists and other revolutionaries. Rep. Richard Ichord (D-Mo.) said . . . "90 per cent of the revolutionizing Marxists in this nation" participated in the Oct. 15 Moratorium.

SAN FRANCISCO — The Gay Liberation Movement grew more militant this month as 75 demonstrators picketed the **San Francisco Examiner** after failing in attempts to ransack the offices. The group was protesting a column in the **Examiner** negative toward homosexuality. . . . Steve McClave, chief spokesman for the GLF, said that his organization will attempt to "mobilize a group consciousness. Too many homosexuals are still hidden and can't counter violence and oppression in isolation," he said.

CENTRAL CONN. STATE — Black students joined with Puerto Ricans in barricading themselves inside the administration building at CCSC, with 27 arrests. The students were demanding a minimum of 15 per cent non-white students in next year's freshman class, more black teachers, an Afro-American history program, and black housing and social facilities.

LARAMIE, WYO. — The 14 black athletes who were ousted from the Univ. of Wyoming football team for wearing black armbands have taken their case to court. They are asking for \$1 million in damages, and for the court to order their reinstatement on the team. The athletes were dropped from the team for publishing a letter criticizing the racial policies of the Mormon Church, which operates Brigham Young University, a member of their Western Athletic Conference.

AUGUSTA, MAINE — Chancellor of Maine, Donald R. McNeil assessed the Nov. 4 defeat of a \$7.5 million bond issue for critical construction projects at the various campuses of the University of Maine as attributable to a backlash against campus protest in other parts of the country. He asserts that this defeat represents a setback for higher education in Maine, which has not had campus protest of any significance. State Senate President Kenneth P. McLeod (R) said earlier that the bond issue failed when "the silent majority took the occasion to vent their spleen for what's been happening on campuses throughout the country."

MIDDLETOWN, CONN. — Racial unrest erupted at Wesleyan last week when a white student was beaten by a few blacks. The white student pressed police charges; one black student was expelled. Dean of the College, David Adamany resigned last Thursday, but returned to Wesleyan on Friday. Due to the disturbance, the homecoming dance was cancelled. One of the recent objectives of Wesleyan's black organization was a black judiciary board to try black students separately. This demand was overruled.

NEW HAVEN, CONN. — Managers of New Haven's largest hotels are finding out that Yale dates seldom stay in hotels anymore. The Taft Hotel, camping ground of Yale dates since 1912, reported 50 to 60 dates registered for Dartmouth Weekend, compared to 300-400 several years ago, while the Park Plaza, also noted a drop to 75 dates.

Forum to Sponsor Programs; Black Leaders to Speak Here

Forum is sponsoring a series of College-wide discussions, "Dialogues on Racial Understanding," on three Monday evenings beginning November 17. This series is planned for all members of the College community, students, faculty, and staff.

This Monday, following dinner, an eminent black will speak in each of the dorms on the topic "A Black Viewpoint of Contemporary American Society and Academic Life." The speaker's presentation will be followed by an open discussion.

The list of speakers is headed by Prof. Ewart Guinier, Director of Afro-American Studies at Harvard, Mr. Dexter Eure, reporter and columnist for the Boston Globe, Prof. Larry Johnson, Dean of the School of Business Administration of the University of Massachusetts at Amherst, and Dr. Orlando Lightfoot, Psychiatrist in Residence, Laboratory of Community Psychiatry, Boston.

Also speaking will be Mrs. Barbara Jackson '49, of the Model Cities Program, Boston; Mr. Archie Eps, Assistant Dean of Students, Harvard; Mr. John O. Bryant, Director, Health and Vocational Training Center, New England Hospital, Boston; Prof. Lathan Johnson and Prof. Ione Vargus, Heller School, Brandeis; Mr. Mel King, Director, New Urban League; Dr. Robert Powell, physicist, Wellesley; Miss Francille Rusan '69, Harvard Graduate School of Education; Dr. Robert Phillips, Director, Black Talent Program, Boston College.

The series will continue on November 24 with two showings of the prize-winning documentary film "No

Vietnamese Ever Called Me Nigger," at the Chapel, 7:30 and 9:30 p.m. This film is a powerful documentary by David Weiss dealing with the feelings of the black man whom Black Panther Bobby Seale has called the "brother off the block."

Weiss, an independent filmmaker, took his cameras to Harlem during the April 1967 Spring Mobilization, and instead of concentrating on the anti-war marchers, he allowed black bystanders and three black Vietnam veterans to talk candidly and spontaneously about the war and about life in black America. The film's title is taken from a sign carried by blacks on peace marches.

All who see the film will be encouraged to discuss it with their friends and with visiting faculty members at dinner the following evening. Student dorm reps will co-ordinate these discussions.

The final meeting of the series, December 1, will be open ended discussions, following dinner, in each of the dorms. The general theme of the discussion will be "Black and white cultural patterns in contrast and comparison: dialogues on what it means to be black/white at Wellesley College today." Faculty members will participate in these discussions.

The purpose of this Monday series, according to the prospectus circulated to dorm reps, is "to enliven interest, to deepen understanding, and to stimulate meaningful discussion among students and other interested members of the College community concerning the roles and relationships of blacks and whites in American society generally and in the College in particular."

The prospectus also suggests that "it has become apparent that only a relatively few white students at Wellesley College have been able to encounter the movement of black awareness directly and in a congenial context where calm discussion is possible. This series would then be a modest beginning in this direction." The prospectus further states that "it is understood that this is a program designed by whites for whites, in order to 'work with our own'."

The series has been devised and organized under the aegis of Forum by the Wednesday Society Concerns Group, a group of students which has been meeting informally this fall to discuss matters of common concern. Beverly Armstrong '71, is chairman of Forum. Tina Jameson '70, serves as Coordinator of the Wednesday Social Concerns Group. Tina said that she anticipates that other programs of a similar nature will be planned as the year progresses in order to continue the discussion initiated in this series. "Dialogues on Racial Understanding," Tina observed, "is obviously not a matter which can come to an end after three Monday programs."

The dorm reps for this series are: Bates, Stephanie Casale '72; Beebe, Lee Vorderer '70; Cazenove, Kathy Wessling '70; Claflin, Mary Ann Burge '70; Davis, Beverly Armstrong '71; Freeman, Clare Mankowski '72; McAfee, Sue Irving '71; Munger, Kay Kaegbein '70; Pomeroy, Alice Melnikoff '71; Severance, Gail Richardson '71; Shafer, Kate Dunning '70; Stone, Tracy Schornagel '70; Tower, Ellen Katz '71.

Randolph Dissects College; Discusses Own Role Here

by Paula Pavey '73

Sensitivity training at Wellesley? Just what is sensitivity training? What is its purpose, and how does it work?

These questions were partially answered by the first sensitivity training session on racial understanding, which was led by Mr. Michael Randolph, assistant to the College Chaplain.

Self-Confrontation

The purpose of sensitivity training is not to change attitudes. Nor does it try to show people how they should think or act. Mr. Randolph explained that through the sessions, participants learn "to dig themselves" and to "come up with a viable kind of rationale for their feelings so that there is no room for guilt feelings."

He felt that the white girls who attended the sessions "expected to go through the four sessions and have some kind of conversion in the end". Instead, they found that they "had to confront their feelings and attitudes, and had to deal with them."

Mr. Randolph refused to make any value judgements on the success of the sessions since he, as the leader, was supposed to be "trained" to be impartial about the results of the sensitivity training. He said there will be another sensitivity session with the same general theme, but he declined further comment at this time.

Wellesley Backward

Mr. Randolph considers Wellesley "a good middle-class school" even though it is "socially backward in terms of social actions, awareness, and its ability to move in changing times".

Consequently, he refused the position of assistant chaplain when he was first offered it, but he reconsidered the post when he learned that there would be 88 black girls here this year. He made this decision because, as he observed, "There are obvious problems with this type of school doing this type of thing, and with black girls being in a white situation."

Black in White Society

Mr. Randolph defined his primary role here as that of "a black man in a white society". Second in im-

portance, as far as he is concerned, is the idea of "ministering to black people who are in the same situation as I am".

He understands that these black people "have different needs" because they have different outlooks on the importance of a college education. Therefore, they need "someone who will make an attempt to minister to them." As a Christian, he must "recognize the needs, real or imagined, or other people in this situation", and he must then counsel them.

Sensitization

Mr. Randolph criticized the atmosphere of individuality at Wellesley because it tends to block the process of "sensitization". He feels that sensitivity must come from within, since it involves "making oneself aware and accepting that awareness, then making adequate actions in behavior that reflect that the person has accepted the awareness."

He then explained that there is an atmosphere of mutual distrust among the members of the Wellesley community, so that they hesitate to "open themselves up to someone". Since this "opening-up" process is necessary for awareness and sensitivity, it is quite difficult to become sensitive in the Wellesley atmosphere.

Who's Guilty

Mr. Randolph blamed the Wellesley administration for many of the black girls' problems in adjusting to college life. Citing the Bates incident again, he said "guilt is not going to solve the problem... you (the students of Wellesley) have to figure out what the problem is, and then solve it".

Although he does not expect them to solve the problem alone, he laid much of the blame for it at the feet of the Wellesley community in general, because "they are asking the blacks to solve the problem".

In his view, Wellesley has a potential for emotional growth. But in order for this potential to be realized, Wellesley must "stop taking itself seriously and start taking people (not only blacks) seriously." If this happened, Mr. Randolph believes that "it would probably make Wellesley the most progressive school in the nation".

Group Uncovers Sensitivity Gap

by Suzanne Shapiro '73

"It's clear to anyone that Wellesley is for the most part an upper middle class white institution and that many of the white students who come here have never really had occasion to encounter blacks as people, on a person to person basis. For the white students, black culture by and large is unknown territory. This means that whites are not fully aware of their own feelings and their own behavioral patterns in relation to blacks," states Mr. H. Paul Santmire, College Chaplain, who helped organize four sensitivity sessions in racial understanding.

"Given the growing diversity of the College and the increased number of black students in particular," Mr. Santmire explained, "There was a need to work on racial sensitivity in a non-academic, personal context in which people could begin to explore their own feelings about race."

Film, Humor

About 15 white students and from 0 to 20 black students participated in each of the four sessions, beginning with dinner in the Tower Court private dining room. No blacks volunteered to attend the sensitivity training group at the beginning of the program, so the first session focused on the feelings and behavior patterns of the whites who confronted the problem of sensitivity in black-white relations. The students at the first session viewed the film, "No Vietnamese ever called Me Nigger."

The black and white students in the second session discussed their reactions to records played as examples of black humor which Mr. Michael Randolph, assistant to the Chaplain, played.

Relating

"It was perplexing for the whites because they wanted to join the black students in laughing at the jokes but often the whites couldn't understand," notes Mr. Santmire.

During the second and third sessions black students dominated the general discussion on how blacks and whites relate. At the third session the whites expressed their concern that the blacks at Wellesley sat together at meals and generally "kept to

themselves." The black students responded by asking why they should adjust to white behavior patterns.

Role Reversals

Approximately 15 blacks and 15 whites present at the fourth session played the roles of the other race in three scenes: a new black student coming to Wellesley College, life in the South today, and a black student applying for a job at a large company. Mr. Santmire made the following observations on the role-playing experiment.

"The blacks commented how unable whites are to think and talk black. The whites talked about their inability to feel and think black. The white students originally came with a desire to know what it meant to be black, but many realized they should first of all find out what it means to be white and how whiteness is a part of their identity."

Modest Success

He noted, "There was a tendency on the part of the whites to intellectualize and respond in a very polite, academic way, whereas the blacks were much more spontaneous and free in expressing their own feelings. By the fourth session a few of the white students began to express their own feelings for the first time in a visible way. They said they didn't like being put on the 'defensive' all the time."

"Judging by the criterion that every individual in the group would gain a somewhat deeper understanding of herself and her own sometimes unconscious patterns of behavior," the Chaplain felt, "The sensitivity program was a modest success."

Another Vassar

He was surprised at the low level of racial awareness which the white students had when they came to the group. "By and large the model they had in mind for our society was integration. This generally has been radically rejected by the blacks."

When asked about the possibility of direct action on the part of blacks at Wellesley similar to the recent events at Vassar, Mr. Santmire replied, "There is no doubt that as far as the blacks on campus there is a large understanding gap between whites

and blacks. They feel that this institution and the individuals who are part of it tend to take the canons of white society for granted and then work from there. They feel that the institution and its members have yet to begin to come to terms with the meaning of diversity."

"I, for one," he continued, "cannot believe that they are totally misperceiving the situation. Indeed the experience of the whites in the sensitivity group was coming to the realization that blacks perceive the situation at Wellesley College quite accurately. Clearly no one can predict the future, but there is no doubt that the present situation is serious and needs our most sensitive attention."

ARTS ORIENTATION PROGRAM

George Hamlin, associate director of Harvard's Loeb Drama Center will demonstrate and discuss alternate versions of dramatic productions. Nov. 17, 8:30 p.m., at the Loeb on Brattle St., Cambridge.

This is the second in the Arts Orientation Program series sponsored by Harvard Graduate School of Education.

LIBRARY HOURS:

THANKSGIVING RECESS
The following will be the schedule of library hours for the Thanksgiving vacation:
Wed., Nov. 26 — 8:15 a.m.-6 p.m.
Thurs., Nov. 27—Closed.
Fri., Nov. 28—8:30 a.m.-5 p.m.
Sat., Nov. 29—9 a.m.-12 noon, 1 p.m.-5 p.m.
Sun., Nov. 30—Regular hours (2:15 p.m.-midnight)
*For study only.

UNICEF GREETING CARDS

UNICEF greeting cards, notes, and calendars are now available. Check notices in dorms and on department bulletin boards for details. Orders and further questions should be directed to Rita Narang (Pom) at 235-8318 or 235-9563.

METCO Aims to Counter Grave Learning Isolation

by Cathy Maxwell '72

Approximately twenty Wellesley volunteers will soon begin tutoring Boston school children under a program established last year by the Metropolitan Council for Educational Opportunity. METCO is an organization which places Boston children, most of them black, in predominantly white suburban schools to provide what they describe as a "quality integrated education." The tutorial program is designed specifically to aid METCO juniors and seniors in preparing for their SATs.

Since its inception in the fall of 1966, at the instigation of a volunteer committee concerned with the inadequacies of the Boston school system, METCO has practically outgrown its crowded, busy offices in the heart of Roxbury. It began by transporting 220 city children to seven suburban school systems, and now encompasses close to 1120 students in 28 towns, including Wellesley.

It is a completely voluntary program, with interested communities offering as many places as they can in grades K through twelve, and interested students filling these places on a first come, first serve basis.

Academic Skills

The basic function of METCO is to provide a better education, in terms of strictly academic skills, for inner city children who now attend inferior schools. Lyda Peters, who joined METCO three months ago as staff assistant, cites this as her main reason for being in METCO for, in her words, "It takes a while to change the system, but while

doing so, you shouldn't sacrifice the kids."

METCO students have made significant progress in school, and it is hoped that the tutorial program instituted last year will enable them to improve their performance on SATs also. A professional SAT tutor from Melrose is volunteering her time to supervise this program, which concentrates on the specific math and verbal skills needed for SATs.

Kathy Maloney, coordinator of METCO volunteer tutors at Wellesley, describes the program as "not terribly high-pressured", but last year it succeeded in raising SAT scores of those who took part. This year much greater participation both of METCO students and volunteer tutors from colleges all over the Boston area is expected.

A Broadening Experience

The other benefit that METCO hopes to bring with it is an increase in understanding, and cooperation between black children and parents from the inner city and white children and parents from the suburbs. It is the feeling of METCO that the relatively isolated learning experience of many urban and suburban children does not prepare them to live in a multi-racial world.

Contact between the two sides of the exchange is encouraged by assigning each METCO student a host family in the suburban community. The purpose of this family is simply to be there if needed, but often they go beyond this to take an active interest in the METCO child and his family. Visits are frequently exchanged.

(Continued on page 8)

Minority Recruitment Drive Scheduled For Thanksgiving

by Peggy Mackiewicz '72

How can the Board of Admission attract "a really fantastic class within ten years," one in which the black, Indian, and Spanish-speaking minorities will be well represented? Miss Sondra I. Bonadie, associate director of admission, suggests, "What Wellesley needs is a great public relations job." A black administrator and newcomer to Green Hall, Miss Bonadie will strive to reach "people who would never think of going to Wellesley or to any college."

Last summer, three black juniors, June Corey, Elena McCall, and Yvonne Smith, recruited in the South, contacting about 600 girls and thus sending "tentacles into communities." "We can't really tell what the feedback is going to be," comments Miss Bonadie. "We've set up a kind of network of information." Miss Carol Sills, assistant director and minority recruiter, is presently on a three-week trip along the Eastern seaboard and into the Deep South.

Recruitment Drive Continues

Miss Bonadie noted that 25 students will be recruiting across the country during the Thanksgiving vacation. Their trips will be financed by "the SOFC fund that students raised last Thanksgiving for minority recruiting." The Board of Admission is also contacting such "cross-cultural or black - brown" organizations as SETGA, Upward Bound, ASPIRA, NSSFNS, and Project Access.

Although she has been to Chicago, Miss Bonadie finds that her position does not allow sufficient time for "as much recruiting as I wish." She has planned to go to Ohio this week for "talks to schools in the inner-cities." She will also recruit in Arizona and New Mexico. "To plan that trip I've relied on student information. I'm interested in getting contacts . . . in students wandering by with names of prospective applicants."

Failures of the Public Schools

"Preparatory courses that are so blatantly insufficient . . . that is what galls me," Miss Bonadie continues. Poor performances by members of minority groups in high school courses usually have "nothing to do with their capacity to do the work." Rather, the public school system has failed to equip them with basic skills.

The associate director feels that Wellesley recruiters must reach junior high school students and describe what the College can offer

them. "We have to get to guidance counselors and change their image of what Wellesley is."

"The Black Perspective," a recruitment and informational pamphlet, represents a move toward image-changing. The next is being written by Ethos members, and "we're in the process of getting pictures for it," says Miss Bonadie. She suggests that College Government organize "a student recruitment committee to go around to high schools and junior colleges."

Why Wellesley?

The Wellesley experience allows blacks to enter a learning situation "without doing any harm to their natural cultures," Miss Bonadie contends. "I understand the very real problems of inner-city kids" to whom "Upward Bound means learning the techniques of rat eradication and how to stretch a welfare budget," skills vital to ghetto-dwellers. However, to the charge that at Wellesley "black girls would negate their blackness," she responds that blacks here are "so intact" that there is no danger of "diluting" their blackness.

"Many cross-cultural groups are very interested in retaining . . . their own milieu," she observes. "I don't feel hypocritical when I tell a girl it would be good for her to go to Wellesley." At any college, a girl would lose the sense of her one-to-one relationship with her community. An intelligent black, chicano, or Eskimo might feel that he could better serve his people by remaining inside the group. But education can represent a "deferred good" leading to changes in the "quality of life" inside the ghetto, Miss Bonadie contends.

FOR MATURE CONTRIBUTORS

ALL Copy — Letters, boxes, announcements, press releases, articles, committee reports, last wills and testaments — submitted to News for publication MUST meet the following requirements or they will be summarily returned:

All copy must be: **TYPED**, (please people) **DOUBLE SPACED** (have pity) with margins set at 10 and 80 (our typesetter is fussy).

ALL copy must be accompanied by a **CARBON** (facsimile).

DEPOSIT finished product on desk in 308 Billings no later than the Monday before NEWS Thursday appearance.

Third Floor Green Scene: No Appointment Necessary

by Betsy Bowman '71

It's the usual late afternoon rain scene and a long drizzly walk back to the dorm. You're hungry. You're curious. You have a 2:50 in the nearby vicinity. So you drift to the third floor of Green for cider, doughnuts and conversation:

"I had a blind date on Friday which set me off the entire weekend."

"God, I only have about half the reading done."

"Do we have to write up our labs for tomorrow without our partners?"

About twenty to thirty students cluster around the cider and doughnut table at 4:05.

"Where is everybody?"

"Who's sposed to be here?"

"Do you know who that woman there is?"

Administrative secretaries continue to pour cider. Students imbibe and look around. Several class deans wander into the area. A phone rings.

"They certainly could use more ashtrays here." A faint smell of cigarettes extinguishes in the cider dregs of wax cups. A *Legenda* photographer freezes casual poses.

Tell me, why are you here? Where did you hear about this?

"For the food. There was an all-

house announcement."

"I just happened to be walking by. Are you from News? Tell them they need different flavored doughnuts."

"I think this is a grand idea. Today I have a lot of things to do and now I can avoid doing them."

"This is great. Monday night dinner is always so terrible and I never have a chance to eat on Mondays anyway, because I go to Cambridge."

At 4:15, most the students throw away their cider cups and gather their rain hats and books, disappear down the hall. Several core groups remain. Secretaries put out cider for a few latecomers. More "inhabitants of third floor Green" appear. The atmosphere re-focuses.

"This is a really handy place . . . I just wanted to see if there would be any relevant communication here. It's hard, you know, to go up to a dean unless you have something interesting or pertinent to say."

"They say they had about 100 here last week, that the conversation was better. This is a really good idea . . . the problem is that I don't know the faces."

"Do you know whose idea this was?"

Members of the administration introduce themselves to the remaining

(Continued on page 8)

by Anne Trebilcock '70

(Ed. note: In a News interview, Donald L. Polk, director of educational and community services, spoke candidly about diversity on the Wellesley campus. His comments offer an insight into the experience of black people at this College.)

"At Wellesley," Mr. Polk explained, "black people don't get out of the role of petitioning; . . . another word for that would be begging. I don't know how anyone could stay in that position." He continued, "I don't think black people should ask for anything on this campus; I think they should just be pointing out what is," to motivate the College to deal with itself.

Awareness

"Until people really let themselves become aware," Mr. Polk does not envision a change in this situation. As long as the College community clings to the idea that "freedom is somehow given," Wellesley will remain a blatantly white institution, according to Mr. Polk who stated, "The possessiveness just isn't going to disappear."

He explained that when we speak of "white institutions" this does not have so much to do with the student body as "it has to do with who controls the decision-making process." Mr. Polk gave instances of responsiveness in the Wellesley community — among these were an increase in black admissions, provisions for a black cultural center, responses to certain urban projects, and the commitment of funds for scholarships and for recruiting minorities.

Dependent Position

Originally hired in part to help with the problems of minority group students, Mr. Polk nevertheless feels frustration from "the realization that blacks really don't have any regular input into the day by day decision making . . . Our participation is for the most dependent on the someone most often the President, who invites us to do so." This means in essence that "someone else selects and determine when we shall speak and how important what we have to say will be."

At the present time, Mr. Polk terms it "inconceivable" that Wellesley would have a black assistant business manager, resource officer, or treasurer "participating fully in the setting of financial priorities."

by Sue Heinemann '70

This week Tufts University has made the headlines as the Afro-American Society protests discriminatory hiring practices in a dormitory construction job. The University itself has filed suit against the Volpe Construction Company, Inc. to determine whether it is observing its contract's Equal Employment Opportunity clauses.

At Wellesley students watch as three construction companies work on campus. A black foreman directs the five men building a ski tow. The other companies, according to Mr. James Jesso, personnel director, call the union hall for additional workers. Thus, they have no knowledge or voice in who the union hall sends for a particular job.

Progress on Campus

Explaining his office's efforts to increase minority group employment on campus, Mr. Jesso noted, "The major stumbling block has been, and it will remain, housing and transportation. Two problems arise in hiring more people from the city — the lack of a good, cheap public transportation system and the lack of adequate low-income housing in the Wellesley area."

Nevertheless, recruitment goes on. "This office has been working with the Urban League of Greater Boston, Inc., the Opportunities Industrialization Center of Greater Boston, Inc., the Commission Against Discrimination and the NAACP (Positive Pro-

Or, "Can you imagine 250 minority students admitted to Wellesley?" There is a point, he feels, when the College says, "We've done enough," and reaffirms the concept of its responding only to a petitioned plea.

Black Voices Unheard

Absence of black representation on key college decision-making bodies also troubles Mr. Polk. With the exception of the Board of Admissions, there are no blacks on major committees; the Board of Trustees, the President's Advisory Council, the Commission to Determine the Future of the College, the Academic Review Board, Structural Revisions Committee, Educational Policy Committee, Senate and the College Court are all made up of whites. (To his list, News would like to add student posts on Academic Council committees, as well as its own editorial board.)

"The absence is there. At Wellesley the system for committee appointments and elections affords a chance for blacks to participate, but offers no assurance that they can do so. In a community that views itself as liberal, the white majority may often overlook the need for black representation. It is not uncommon for whites in such an environment to feel that they do indeed include black concerns in their deliberations and that the black point of view is known and adequately put forth. This objective is rarely achieved," he stated. "And no matter how we rationalize it, the problem remains."

"There's a sort of psychological survival struggle going on here . . ." a question of "how one can survive in his own esteem." He described a "constant baring of the soul" on the part of blacks in our society which has not been reciprocated. This has enabled whites to listen and say they didn't know it was that way.

Having recently spoken to alumnae groups on the topic of diversity, he said, "I don't think Wellesley recognizes diversity in priorities. What we know have is more bi-iversity than di-versity: students who are black and students who are white, from different geographical areas, but what happens when students begin to act diverse?" "Diversity also means that mannerisms are different," something he believes Wellesley is not quite ready to accept.

Knowing You're Black

Faced with this state of affairs,

News asked Mr. Polk if he felt it is worthwhile for black students to attend Wellesley, in view of the intrinsic whiteness of the institution. "Yes; a place like Wellesley really makes us very conscious that we are black." Is this realization arrived at in a positive way, News asked? "I don't think the first experience is positive. I do think the result is positive."

Mr. Polk mentioned the number of times whites have remarked on blacks' sitting together at meals, reflecting, he feels, "the emotional investment that has been made in integration without anyone ever really being able to pull it off. The disturbance one feels at seeing black girls sitting together at the dinner table is that 'we (whites) have so much to offer; why don't they accept that.' Or, some doubt that blacks are worthy of one another's company."

Defining 'Black'

Avoiding the categorization that "guilt" and "racism" tend to convey, Mr. Polk, nevertheless, feels Wellesley reflects attitudes in the society that people can't get away from. To illustrate this, he consulted the dictionary (Webster's New Collegiate) for a definition of "black." The result: "destitute of light . . . opposed to white . . . utterly dismal or gloomy . . . foul . . . sullen . . . indicating disgrace . . . involving baneful practices . . ." Never, he pointed out, is there an illustration of ebony as a precious stone, or of black soil as rich and productive. These attitudes are deep and pervasive. "Language is such a good index of culture."

These definitions, very judgmental in character, run through the culture, even the black culture, he explained, and, "unless people really think about them, they're inescapable." A few years ago, he explained, blacks were defining themselves by their anti-whiteness. "I want to get beyond that thinking," he stressed. Instead, emphasis is moving toward "what black people have . . . that just isn't tied up with their white surrounding."

Eliminating blacks' position as petitioners, he indicated, would aid the discovery that what blacks have is not circumscribed by whites. For both blacks and whites at Wellesley, a positive realization would entail blacks in white society, among it, but not of it, he concluded.

Personnel Director Outlines Employment Practices Here

gram) concerning recruitment for positions open at the College," commented Mr. Jesso. Over the summer, three hard-core unemployed were placed through the Urban League. However, the men never showed up. Recently two American Indians from Maine joined the staff and three more are coming.

Asking For Help

"How do you tell people you're an Equal Opportunity Employer?" reflected Mr. Jesso. After arriving at Wellesley this summer, Mr. Jesso discussed with Miss Jean Burnette, former admissions minority group recruiter, possible ads which might speak to the black community.

One proposal was stating "minority groups especially welcome." However, Mr. Jesso explained, "Under existing laws this cannot be done, as it would be cited as 'reverse discrimination.'" Another suggestion, now in effect, was the elimination of the mechanical aptitude requirement for trades help; instead "no experience is necessary."

Pay Problems

In several cases, Miss Brunette felt the pay scale discriminated against city residents facing increased transportation or housing costs. Mr. Jesso added, "The present wage scale needs adjustment. Right now we are discussing with the administration the possible introduction of a new system clarifying job descriptions, similar to the systems used at schools like Northeastern, Boston University

and MIT. Immediate pay increases, even for specific jobs, such as in food services where there is a critical shortage of cooks, would involve re-opening negotiations with the College union on all jobs. The union contract will, in the normal course of events, be negotiated this spring, effective July 1970."

Returning to the question of minority group employment, Mr. Jesso stressed, "There has never been a conscious effort to have a percentage quota. If, for example, there were 25 vacancies in the food services department and 25 minority group personnel applied and could do the job, then we would hire all of them."

Union Feelings

Sitting in on the conversation, Mr. Joseph Sims, business agent for the College union, exclaimed, "The union is 100% behind minority recruitment." He stressed the need to provide more activities for employees on campus; "right now there is nothing for them to do once work is over." Suggestions include a recreation association, tutoring and possibly an apprenticeship program, although this involves compliance with federal government standards.

An interesting aside: in 1942 when the union was established on campus there was extreme bitterness between the College and the employees. Both Mr. Sims and Mr. Jesso feel that now the tensions have eased and a good working relationship has been established.

Faculty Member Advocates Changes in Hiring, Tenure

by Duncan Aswell
Assistant Professor of English

The Structural Revisions Committee has suggested several important minor changes in the functioning of departments, including a provision that non-tenure faculty members participate in decisions about new appointments. This is a reasonable and necessary step, but it seems to me that more fundamental questions about the entire appointments and tenure system need to be examined at this time in conjunction with SRC's proposals.

Wellesley's adoption of a more democratic procedure for making initial appointments should be merely the first step in considering imaginative new ways of interviewing prospective teachers. The college might wish to investigate, for example, the system in effect at the recently established Old Westbury branch of the State University of New York, where a candidate presides over a seminar on a subject of his own choosing with a group of interested students and faculty. In that way, persons with a real stake in the intellectual qualities of a candidate will have an opportunity to test his mind and observe how he functions as lecturer, listener, debater, and to vote on his appointment accordingly.

Judge Individuals

Once an instructor is hired, the college might examine more humane, less bureaucratic methods of judging his value to the community than those commonly in force on American campuses. Instead of regarding him as an item in a departmental budget, the college might consider him as an individual whose function need not be limited by predetermined departmental structures.

If, for example, the faculty-student ratio in a given department is unusually low but a particular instructor's classes are heavily elected, the firing of the instructor might not suggest itself as the inevitable solution to the department's or the college's problems. The general question of appointments should be linked to a thorough-going review of present departmental programs; in the future new people might be hired to serve within large divisions of the college curriculum rather than the narrow, often artificial, arbitrary, and inelastic disciplines currently offered.

Tenure

In addition, the rationale for interrupting at a fixed point within an individual's career the process by which the college judges his contribution to the community needs to be reexamined. The chief merit of the standard American method of awarding tenure is that it protects teachers

with heterodox social and political opinions from interference by outside pressure groups seeking to enforce conformity.

But is it not a partial and arbitrary definition of academic freedom that limits such protection to senior faculty? Is the spontaneous interchange of ideas within the community — an aspect of academic freedom that deserves scrutiny no less than the political features — best promoted by a system that insures employment to its thinkers even after their thinking mechanisms have ceased to function? Would not a reverse visiting procedure — whereby junior faculty sit in on the classes of their senior colleagues — made at least as much sense as the present method?

Re-evaluation

The current system regards youth, inexperience, callowness as the chief dangers threatening an academic community; are fixed and rigid teaching practices, established routines, unquestioned assumptions, automatic responses of less concern? Motor vehicle bureaus have begun to require that drivers have their eyes and reflexes tested from time to time after receiving licenses. Should not the mental reflexes of teachers be checked periodically? What advantages would there be to establishing a program of obligatory seminars that would subject all teachers and students to a recurrent examination of their respective methods, assumptions, values, goals, expectations?

These random questions are intended merely to open an inquiry into an aspect of American academic life that seems to me insufficiently criticized and analyzed. Both students and faculty deserve a clearer understanding of a system whose workings are at best illogical, at worst degrading to senior faculty, humiliating to younger teachers, and of dubious benefit to the life of the mind.

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Movement...

(Continued from page 1)

jecting his own madness; he himself has certainly never faced said police and dogs. The truth is that radicals do such things because their analysis of the components of the struggle, discussed above, and the repeated failure of liberal efforts (the last March on Washington to end the war in Vietnam was two years ago) demonstrate that there is ultimately no viable alternative to militant actions, i.e. Revolution, in bringing to pass the profound conversation of society, to socialism.

(Ed. note: I congratulate Grace; we needed an article like this. I differ with little that she said except her fundamental misinterpretation of my article. I saw a day and a half of November Action, and I sat down to write an analysis of that day and a half. Contrasted to the commitment, and the organization and the eloquence I'd met up with at NAC meetings and press conferences, I maintain that Tues., Nov. 4 was a letdown. It must be further remembered that my article had to go to

press before the sit-in in the administration offices something which, (close reading will reveal,) I wish had happened earlier. I may be wrong; words are hard to hang on to, but I don't think my article reads like an attempt to comprehensively analyze the Movement, the ins and outs of which I have known so peripherally. I really don't ever claim that my article represents any sort

of thorough analysis of the November Action Coalition, and, unless I am far wrong, the Movement is bigger than the Coalition.—Sue Wing, Assistant Managing Editor)

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The Education Department is sponsoring a colloquy on the topic: "The teacher's role in influencing educational policy," on Wed., Nov. 19, from 4:15 to 5:30 p.m. on the fourth floor of Founders. A guest panel representing various sides of this issue comprises: Supt. William Powers of the Needham schools; Mrs. Gardner Marchant, head, History Department, Wellesley High School; Mr. John Carpenter, staff member, Massachusetts Federation of Teachers.

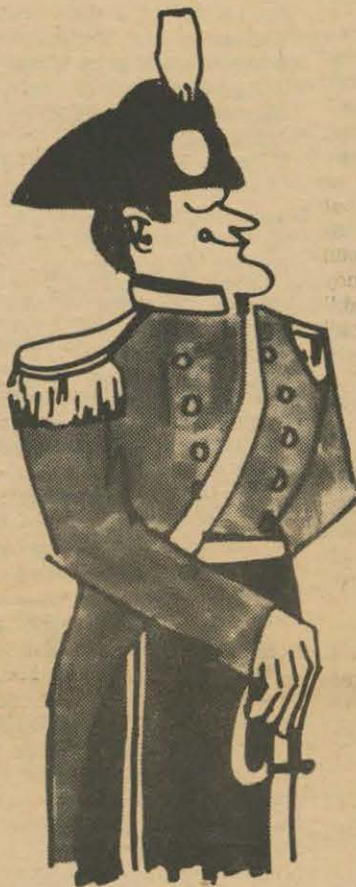
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Sociology Professor Sees Merit in Collegiality

by Allan W. Elster
Professor of Sociology

(Ed. note: Mr. Elster contributed the following paper at News' request, to supplement their recent focus on "Education.")

"Heaven," to quote William Congreve, "has no rage like love to hatred turned, nor hell a fury like a woman scorned!" The statement is a little strong for appropriate application to the sentiments which presumptive scholars supposedly should feel when scholarship is not home—or when colleges, as in America accorded first place in its own ica generally, are not operated on principles of collegiality.

There does seem to be occasion, however, for sentiments ranging somewhere between mild irony and silent despair on most campuses in the United States when one looks at the academic scene with a sharply critical eye. Perhaps in all the churning around of ideas about higher education and what it ought to be (or might become) there is room for a few words on the subject.

It comes rather a shock to one to realize that many degree-granting institutions of "higher learning" in the United States, judging from their own statement of their purposes, regard the practice of scholarship as, at best, only incidental to their objectives—and virtually none, up to and including Harvard, have ever been organized or governed on a collegial basis. The record seems to be clear on both of these points and could, I think, be documented without much difficulty.

Now perhaps one could argue that, in the context of American society and its needs—whether in the 17th or the 20th century—scholarship might be dysfunctional—producing "trained incompetence" for the harsh tasks of a developing country or perhaps only "sickling o'er" strong resolution with the pale cast of thought—or that scholars left to themselves could not possibly assemble or wisely manage the financial and other resources needed to maintain themselves and their enterprise. Both points may be well taken. In the absence of experimental or other evidence one can only speculate. In the meantime, however, tensions and strain of some sort seem inevitable while some basic reexamination hopefully takes place.

So then, what is scholarship and how important is it in American society? And what is a college and how "valid" is the concept? One certainly ought not to presume to have anything more to say here than a few suggestions toward finding some better answers than we are presently trying to live with. Scholarship, to me, is the practice of thorough, deliberate, systematic, open-minded but critical research for

all of the sound evidence one can get hold of which will help answer some problem or problems related to the needs of human beings. Admittedly this is a loose definition and it dodges the important question of what needs—or of whose needs—are to be served. This is a very touchy point since what will seem to be purely personal, idiosyncratic or "narrow" and therefore precious to one person may not seem so to another who is equally well "equipped" or shares the same habits and discipline.

The point, for our purposes, is not whether or not scholarship is precious but rather how important the practice of it is in the total range of interests and objectives of the university or of the college. Rather obviously scholarship has not much to do with grades except as the latter are measures of the judgments which people who are presumed to be scholars make of the quality performance of scholars-in-training. But these judgments, as almost everyone new assumes, are likely to be only partially informed or are faulty in other ways.

Perhaps only those who have caught the spirit and the sense of scholarship know whether or not they have been scholarly. Here even "the judgment of one's peers" can be utterly deficient—though, in the absence of anything better it is what we usually rely on, and so much so that even very careful scholars can sometimes be persuaded that they really might not be "up to standard." These become the "perfectionists," unhappy, self-defeating people who don't understand when enough is enough, given the limits of human intelligence or of human capacity to ferret out The Truth about anything.

And what if scholarship is not the main purpose of the academy? What if instead the stated purpose is to prepare young women (or young men) "for great conflicts, for vast reforms in social life, for noblest usefulness"—or for becoming wives, or junior executives, or social workers, or League of Women Voters volunteers or physicians. Here's where one major conflict comes—and the question seems to hinge on whether or not scholarship can be practiced in the service of these objectives—as a means—or whether to subordinate it so is to distort or destroy it? I do not have an answer here—only a question which I think needs to be asked again and again. Even at Oxford or Cambridge scholarship seems to have thrived (or survived) alongside the personnel training done for the church and for the political establishment. Perhaps it can happen so here too.

In some ways the problems of how collegial a college should be—or is—a simpler one. In America it is also

an "academic one" for the issue seems long since to have been foreclosed. Harvard is not a foundation owned and otherwise legally operated exclusively by a company of scholars subject only to the general and distant supervision of the Commonwealth which granted it its charter. Few colleges in the United States (Black Mountain College in North Carolina has been one of them) are owned or operated in the final instance by their faculty, directly entrusted with money contributed for the purpose by a founder or founders (or paid in by students in the form of tuition and board and room). By contrast this is the pattern of most of the colleges at Oxford and at Cambridge.

For reasons which are not entirely clear—distrust of too much self-interest "independence," fear of incompetence (or unwillingness on the part of scholars to shoulder responsibility) in the handling of endowments, status considerations, or simple division of duties, or other—almost all American colleges and universities from the beginning have been set up with governing boards (public and private) in which ultimate power and control are legally vested. Scholars and administrators are hired and usually the latter are assigned extensive governing power over the former so that the principle of collegiality is, in fact, not operative.

Now with respect to the practice of scholarship by scholars, this arrangement for control of an institution may very well be functional. Freed of the necessity of attending to major policy matters affecting the total resources of the institution on one hand or the apparently large number of routine decisions on the other, scholars may very well be better able to pursue their tasks. But in the allocation of resources it is possible that scholarly interests may not regularly receive first priority at least as scholars might interpret these. Similarly for decisions made by administrators who, by virtue of choosing to become ad-

ministrators must necessarily, one assumes, cease to that extent to practice their scholarly profession or identify in the first instance with scholars.

If, of course, the main purpose of an institution of higher learning is not to nurture scholarship but to induct young people into a somewhat dicerent and wider range of activities as suggested above, then, of

course, the questions of who controls the academy and in what ways become correspondingly less pointed. Either a college is an institution dedicated first and foremost to scholarship or it is something else. I think we need to be clear about this if we are to face the future organization and pursuit of "higher education," here and elsewhere, squarely and honestly.

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Council Wallows in Wording; Minutiae Reign Triumphant

by Anne Trebilcock '70
President Ruth M. Adams opened last Thursday's Academic Council in the usual fashion, with an admonition to those present not to smoke. She then recognized Barbara Baumberger '70, Vietnam Moratorium campus organizer, who presented a request for use of Alumnae Hall during classroom hours.

Following Barbara, Owen Stratton, professor of political science, explained the Structural Revision Committee plan for departmental committee reorganization. Discussion centered on relatively minute details of wording, with the eventual motion to send the proposal back to SRC or further work.

Moratorium Focus

Describing events planned for the November Moratorium observance, Barbara explained that this month's emphasis would be on reaching voters to pressure semi-hawk Mrs. Margaret Heckler (R-Mass.), Wellesley's Congressional representative.

As Mr. Stratton then explained the SRC report on department committees, he hoped that the revisions would assure wide consultation between both faculty and students on departmental matters, including curriculum. He also said the plan would allow a louder voice for non-tenured faculty members on small committees deciding tenure and initial hiring appointments.

Although he commented that many departments now follow these practices, he said the revisions "would be improved, or at any rate would look improved." This drew light chuckles from the group, which had already become confused by a reshuffling of paragraphs and phrases in the dittoed sheet before them.

Student Vote?

As the proposal elected discussion, economics professor Marshall Goldman focused on the new section calling for student participation on the department committees, and asked if students would be eligible for voting power. Language from a previous section created a loophole, he said, for students to become voting members of Academic Council, not just department committees. SRC spokesmen admitted they had not foreseen this ambiguity, and were not unanimous in their opinion. After complicated remarks on procedure and wording, the SRC members amended the provision to allow for optional student votes on the departmental committees (student voice will still be required), without automatic Academic Council suffrage.

Other paragraphs in the proposal underwent minor changes of word choice. A student asked for an explanation of the philosophy whereby 1) initial appointments committees were not open to junior faculty (instructors and assistant professors) as voting members, and 2) whereby the departmental committee's decisions are not final, but must be passed onto the President (and then, through her, to the Trustees). The second question received no direct response.

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Mr. Stratton's response centered on the undersirability of having people decide who will be succeeding them in a teaching post. He also felt it would "water down the small committee." Questioning the divisive nature of a committee set up along tenure/non-tenure lines, Alan Schecter, assistant professor of political science, suggested that all members of a department work on initial appointments and curriculum decisions.

In reply, Mr. Stratton explained that some departments were simply too big to make this feasible, an opinion quickly endorsed by Patrick Quinn chairman of the English department. Peter D. Garlock, instructor in history, then asked whether a uniform, campus-wide policy should be based on the peculiar situation of one or two departments, tying the hands of the others.

Council voted to send the SRC report back to the committee for further clarification. The body also agreed to allow the Vietnam Moratorium committee to use Alumnae Hall on Fri., Nov. 14, at 1:00 p.m. for a non-partisan meeting. Adjournment came a little after 5:30, with a reminder from Miss Adams for everyone to be on time at the next meeting.

MAT IN ENGLISH

The English Department is sponsoring a meeting to discuss MAT opportunities in English with students from various graduate schools. Coffee will be served. Rec Building 4:15 p.m., Tues., Nov. 18.

METCO ...

(Continued from page 4)
ed and other family activities shared. Temporary or Not?

Mrs. Ruth Batson, executive director of METCO and one of its founders, sees this exposure to different experiences and view-points as increasingly important in a quality education. In discussing METCO's role, she says, "I looked upon it at first as something mainly for the improvement of skills, because without skills the children lack a certain ammunition . . . I am now seeing how very important it is that we look beyond that at the total educational picture." She adds, "If you don't know how to treat someone, reading and writing are irrelevant."

Although METCO was originally considered a somewhat temporary measure, most of the people involved in it now are not thinking of when it will stop, but intend to continue it as long as they see a need for it. Mrs. Batson is beginning to feel that this type of exchange should be a permanent part of any education, for as she said, in reference to community boundaries, "Twenty miles shouldn't build up a wall of differences."

If anyone is interested in working for METCO's tutoring program, volunteers can still be used. Contact Kathy Maloney in Caz.

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Third Floor Green . Kitty's Son ...

(Continued from page 5)
student groups. A woman from the Development Fund Office explains:

"I like to remind myself that I am at the College . . . like to get out of the office if only for my own sanity . . . this is a good opportunity for what do they call it, 'dialogue'."

"I just deal with complaints and requests all day long . . . enjoy the discussion."

A discussion of administrative jurisdiction, tenure, appointments and faculty salaries develops. Students ask about situations as they have seen them. Valid? Third floor Green discusses situations as they have to see them or as they really are. Valid? Interesting.

'Dialogue' outside an office, no appointment book, no official statements. Successful? By 4:50, perhaps.

(Continued from page 3)
newcomer Hennigan, a former State Senator.

Then followed the hugging and kissing and general rejoicing which traditionally accompanies a victory.

Another Caesar

One supporter who'd brought his own bottle started proclaiming John the greatest guy in the world and comparing him to Caesar. John wouldn't say anything except thank you because he was afraid he'd cry, but tears were streaming down the face of his campaign manager.

Someone said that Loftus would be demanding a recount, but Craven's crew is not worried. They know that John can look after his own interests, and are confident that, come January, he will be looking after the interests of the Boston school system.

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